

ALTERNATE WORKPLACE SKILLS STANDARDS

STANDARD 1

Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.

The IEP Team will determine the appropriate goals and objectives for this area based on individual student needs.

STANDARD 2

Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.

The IEP Team will determine the appropriate goals and objectives for this area based on individual student needs.

STANDARD 3

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

The IEP Team will determine the appropriate goals and objectives for this area based on individual student needs.

STANDARD 4

Students work individually and collaboratively within team settings to accomplish objectives.

The IEP Team will determine the appropriate goals and objectives for this area based on individual student needs.

STANDARD 5

Students will demonstrate a set of marketable skills which enhance career options.

Alternate Concept 1: Identify and pursue a career plan consistent with occupational interest, aptitudes, and abilities	
PO 1.	Demonstrate understanding of work, jobs and volunteering (e.g., difference between work, leisure and home responsibilities)
PO 2.	Indicate preferences and interests based on work experiences (e.g., assessment of student interest through student choice and/or teacher observation)
PO 3.	Select a job that matches student strengths (e.g., student may partially participate in only one task, such as, filling napkin dispensers at Pizza Hut; given adaptations, student may take tickets at a movie theater)
PO 4.	Develop and maintain résumé documenting a variety of school jobs or community based work experiences from which student preferences and interests are reflected (e.g., deliver attendance reports, deliver/pick up AV equipment, sell/take lunch tickets, provide unpaid volunteer work, work in pet store)
PO 5.	Apply for jobs (e.g., find potential jobs, contact employers, fill out forms, and participate in job interviews)
PO 6.	Pursue appropriate transition activities (e.g., enroll in job training programs, assume apprenticeship position in a trade, enroll in junior college, work at a job, or participate in unpaid volunteer work)

Alternate Concept 2: Develop appropriate work habits	
PO 1.	Follow work site rules for safety, conduct, and appearance (e.g., handle changes in routine and unavoidable delays, follow posted direction and routing signs for fire escape procedure and use them during a fire emergency and fire drill)
PO 2.	Follow schedule of work activities (e.g., use time clock or check in procedure, call employer, identify time by the hour, half-hour, and other intervals, on clocks and watches, to be prepared to leave for work on time)
PO 3.	Assist in or independently accomplish a work task
PO 4.	Use work site break time facilities (e.g., engages in appropriate break time and lunch time routines)
PO 5.	Develop socially appropriate relationships with employers and fellow employees

STANDARD 6

Students illustrate how social, organizational and technological systems function.

The IEP Team will determine the appropriate goals and objectives for this area based on individual student needs.

STANDARD 7

Students demonstrate technological literacy for productivity in the workplace.

The IEP Team will determine the appropriate goals and objectives for this area based on individual student needs.

STANDARD 8

Students apply principles of resource management and develop skills that promote personal and professional well being.

Alternate Concept 1: Access community resources	
PO 1.	Make purchase from vending machines (e.g., drinks, food, stamps, newspaper)
PO 2.	Use pay phone and/or TTY
PO 3.	Use restaurants (e.g., order food, find seating, eat meal, and pay bill)
PO 4.	Make purchases of services (e.g., post office, hair salon, laundry/cleaner, know purpose of different kinds of stores)
PO 5.	Use banking facilities (e.g., deposits, withdraw funds, use automated teller machines)
PO 6.	Use appropriate state, local, community agencies (e.g., job services, food stamps, social security benefits, girls and boys clubs, 4-H clubs)